

School User's Guide

to the

Education YES! School Self-Assessment Submission Process

Using

MI Plan

Version 2.1

March 2007

Prepared by:



Table of Contents

Description	Page
Introduction	3
Log In	4
Navigating to the Education Yes! School Self-Assessment.....	5
Self-Assessment Submission Status Categories Used in MIPlan	5
The School Self-Assessment Interface	7
Completing the School Self-Assessment	8
Reviewing the School Self-Assessment	11
Viewing the Score for the School Self-Assessment.....	12
Submitting the Completed School Self-Assessment.....	12
Printing a Summary of School Self-Assessment	13
The District Review Process.....	14
Comments Throughout the Process	14

Introduction

This document provides school administrators and public school academy administrators with step-by-step instructions for the submission of school buildings' self-assessments for *Education YES!* via the MIPlan application.

Education YES! is managed by the Michigan Department of Education.

MIPlan is Michigan's Web-based school self-assessment and is available at www.michigan.gov/miplan.

More information about MI-Plan can be found on the Michigan Department of Education's Web site at www.michigan.gov/edyes, and under the **Help** tab in MIPlan.

Log In

To log in to MI-Plan, point your Internet Explorer web browser to the following location:
<http://www.michigan.gov/miplan>.

You will arrive at the login screen, shown in the image below. Enter your **SCHOOL ADMIN** UserID and Password and click the **Log-In** button.

Each building principal and district superintendent has a unique User ID and Password. The Office of Educational Assessment and Accountability emailed building level User IDs and Passwords directly to principals, and emailed district level User IDs and Passwords directly to the superintendents on March 5, 2007.

If you need assistance with your User ID or Password, please call the DIT Help Desk at (517)335-0505.

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MI-Plan: School Self Assessment on the School Performance Indicators

Type your User ID and Password here to begin! User ID: Password: **Log-In**

Welcome to MI-Plan!

MI-Plan contains the Indicators of School Performance, Michigan's School Self-Assessment. Schools report self-ratings and evidence for the school performance indicators that represent thirty-three percent (33%) of the composite grade on the Education YES! accreditation report card.

MI-Plan:

School Self Assessment on the School Performance Indicators

MI-Plan is available to every public school building and public school academy principal/administrator. Each building principal and district superintendent has a unique User ID and Password. The Office of Educational Assessment and Accountability emailed building level User IDs and Passwords directly to principals, and emailed district level User IDs and Passwords directly to superintendents in March 2007.

MI-Plan Help

How do I get help with the MI-Plan School Self-Assessment?

There are two training guides available: the **School User's Guide to the Education YES! School Self-Assessment Submission Process** and the **District Guide to the Education YES! School Self-Assessment Review/Approval Process**. Please visit the [Education Yes! info page](#) to locate these guides and a **Frequently Asked Questions** document. You may find it helpful to review the appropriate training guides before continuing.

If you have issues regarding technical assistance, training, or password-related issues, please call the DIT Help Desk at (517) 335-0505, or the Office of Educational Assessment and Accountability at (517) 373-1342.

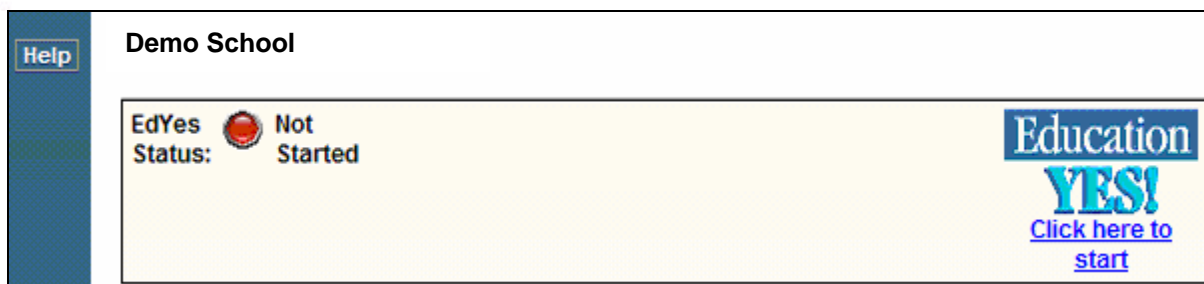
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[Privacy Policy](#) | [Link Policy](#) | [Accessibility Policy](#) | [Security Policy](#)

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Navigating to the Education Yes! School Self-Assessment

After successfully logging in, you will see the Education Yes! box as shown below. The status of the school's Education Yes! Self-Assessment is also shown here. If this is the first time you've logged in, there will be a red circle and the words "Not Started."

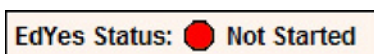


Select [Click here to start](#) on the right side of the shaded box to go directly to the Education Yes! Self-Assessment.

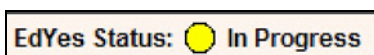
Self-Assessment Submission Status Categories Used in MIPlan

Next to each school is the status of that school's *EducationYES!* self-assessment. This is the status of the ENTIRE Self-Assessment - that is, the status of all 40 performance indicators and where the school is in the process of completing and submitting the Self-Assessment to the district superintendent. There is another status indicator similar to this for where the school is in completing the assessment of each performance indicator organized by Strand (see next section). This submission status may be reported as:

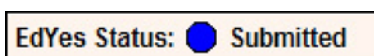
- Red - Not Started Recording the indicators of performance school self-assessment has not yet begun.



- Yellow - In Progress Recording the indicators of performance school self-assessment has begun.




- Blue - Submitted
The indicators of performance school self-assessment has been finished and submitted for district review.




- Exclamation Point Icon - Pending Changes

The indicators of performance school self-assessment was submitted to the district and the district did not approve it. The district returned it to the school to make some adjustments/changes. This status indicates there are changes that the school should make and re-submit.

EdYes Status:  Pending

- Green - Approved

The indicators of performance school self-assessment was submitted to the district and approved. No further work is needed on the part of the school around submission of the self-assessment. However, this information is still available within MI-Plan for use in the school improvement plan as a major source of contextual data.

EdYes Status:  Approved

The School Self-Assessment Interface

When you click the [Click here to start](#) button after logging in, an interface to complete the school's self-assessment will appear. The interface contains instructions on how to complete the Education Yes! School Self-Assessment, and a brief scoring explanation. The interface also lists the five Strands and displays their completion status.

Help Demo School

Contextual

[Click for EdYes Instructions](#)

Education
YES!

EdYes Status: Not Started

[Click for scoring explanation](#)

Strand I: Teaching for Learning [Full Strand View](#) [Enter Rating](#)

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

Strand II: Leadership [Full Strand View](#) [Enter Rating](#)

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

Strand III: Personnel and Professional Learning [Full Strand View](#) [Enter Rating](#)

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

Strand IV: School and Community Relations [Full Strand View](#) [Enter Rating](#)

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

Strand V: Data and Information Management [Full Strand View](#) [Enter Rating](#)

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

[Logout](#) [Contact DIT Education Help Desk](#) © 2003

The current completion status specified for each of the Strands (colored icon next to each indicator) will be one of the following:

- Red - Not Started - Recording the evaluation and evidence for the Key Characteristics in that Strand has not yet begun.
- Yellow - In Progress - Self-assessment and the recording of evidence has begun, but is not completely filled out for that Strand (**NOTE: completed does NOT mean that it can't be changed, simply that it has been done.**)
- Green - Completed - Self-assessment and the recording of evidence for each Key Characteristic in a Strand have been completed. You may continue to edit the entries until Self-Assessment is submitted to the district superintendent.

Completing the School Self-Assessment

To **Complete** a collection form for an indicator that has not yet been started, select **Enter Rating** for one of the Strands with a red or yellow circle next to it. This takes you to the Strand overview page.

At the top of the Strand overview page is the name of Strand, the description of the corresponding Standard, and the list of Key Characteristics in that Strand. Select one of the Key Characteristics by clicking the corresponding **Enter Rating** button (see image below).

The screenshot displays the 'Demo School' interface for the 'Contextual' assessment. It features a sidebar with 'Help', 'Back/Cancel', and 'Print' buttons. The main content area is titled 'Strand I: Teaching for Learning' and lists three standards, each with a description and a list of key characteristics. Each characteristic has an 'Enter Rating' button next to it.

Help **Demo School**
Back/Cancel **Print**
Contextual

Strand I: Teaching for Learning

Standard 1: Curriculum
Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

Key Characteristics

- Standards Alignment** **Enter Rating**
- Staff** **Enter Rating**
- Students** **Enter Rating**

Standard 2: Instruction
Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

Key Characteristics

- Content Appropriateness** **Enter Rating**
- Developmental Appropriateness** **Enter Rating**
- Reflection and Refinement** **Enter Rating**
- Delivered Curriculum** **Enter Rating**
- Best Practice** **Enter Rating**
- Student Engagement** **Enter Rating**

Standard 3: Assessment
Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

Key Characteristics

- Alignment/Content Validity** **Enter Rating**
- Multiple Measures** **Enter Rating**

Logout **Contact DIT Education Help Desk** **© 2003**

After selecting **Enter Rating** for one of the Key Characteristics, the input page for the selected Key Characteristic will be displayed. At the top of the Key Characteristic input page is the name of Strand, the name of the Standard, the description of the corresponding Benchmark, and the description of the Key Characteristic. For example, the image below shows the input page for the Key Characteristic "Staff".

Help

Demo School

Back/Cancel

Contextual

STRAND 1: TEACHING FOR LEARNING

Standard 1: Curriculum

Benchmark B: Communicated

School/district curriculum is provided to staff, students, and parents in a manner that they can understand.

When you have completed the entire form, save the results by clicking the 'Save rating' button at either the top or bottom of the page.

Save rating

Staff

Communication and articulation about the curriculum is a high priority for the entire staff. A dialogue is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialogue of teachers from one instructional level to the other.

Getting Started	Partially Implemented	Implemented	Exemplary	Not Applicable
<input checked="" type="checkbox"/> <p><input type="checkbox"/> The curriculum documents are available to staff.</p> <p><input type="checkbox"/> Limited time has been made available for staff to discuss the documents beyond their individual classroom.</p>	<p><input type="checkbox"/> Although opportunities to understand the curriculum exist, they are limited in nature and occur primarily on an individual basis at individual grade levels only.</p>	<p><input type="checkbox"/> Staff members examine and reflect on all curriculum documents.</p> <p><input type="checkbox"/> A process is in place to share all aligned curriculum documents with all staff, and includes opportunities for questions and clarifications within and across grade levels.</p> <p><input type="checkbox"/> Staff members are involved in frequent meetings that examine their own curricula and dialogue about curriculum above and below their assigned grade level.</p>	<p><input type="checkbox"/> In order to provide cohesion of curriculum within and across grade levels and content areas, staff has a variety of opportunities to actively explore the curriculum and dialogue with colleagues.</p> <p><input type="checkbox"/> Alignment of the standards and benchmarks includes cross-referenced models so that teachers of all subject areas and grade levels can review the curriculum of the entire school.</p>	<p><input type="checkbox"/> Describe in detail in the evidence box below why this characteristic does not apply to your school.</p>

Specific directions for completing each Key Characteristic are as follows:

1. Complete the form by working left to right beginning at the "Getting Started" level and working across the levels toward the goal of "Implemented". Click inside each Descriptor box that accurately describes activities or processes in place at your school. If you have some exemplary practices in place, click on those boxes as well. Each Descriptor box is to be marked only if the school has all aspects of that Descriptor in place.
2. The MI-Plan system is designed to display a check mark for the highest level column in which your school has completed all the Descriptors. This level of attainment provides the scoring for Education YES! (Getting Started = 1 point, Partially Implemented = 2 points, Implemented = 3 points, Exemplary = 4 points) and will be displayed to the public on the School Report Card.
3. In very few circumstances, the Key Characteristic may not apply to your school. If you select the [Not Applicable](#) box, you must describe in detail in the Evidence box why this characteristic does not apply to your school.
4. Scroll down to [Data Source](#) and click on each item that your school identifies as evidence supporting the school's placement on the rubric. Each data source highlighted will be copied into the Evidence box. You may add additional evidence or describe in detail the processes in place in your school that supports the rating given on each Indicator. A brief list of items that identify evidence associated with the criteria must be entered in the evidence box. The text contained in this Evidence box will be displayed to the public on the School Report Card. There is a 2000-character limit for text entered in the Evidence box.
5. Click the [Save Rating](#) button. (This saves your work; it does NOT submit to the district.)
6. After clicking the [Save Rating](#) button, you may continue working on the Key Characteristics in this Strand, or return to the Strand overview page (this page) to begin working on a different Strand by clicking the [Back/Cancel](#) button.

Briefly list items that identify evidence of how your building meets the criteria. Click on a datasource to add to the Evidence textbox.	
Data Source	Examples
<input checked="" type="checkbox"/> Meeting agendas and minutes	Extent of conversation centered around curriculum Agendas reflecting curricular discussions within and across grade levels
<input checked="" type="checkbox"/> Written curriculum documents	Extent to which the written curriculum cross-references grade levels and content areas
<input checked="" type="checkbox"/> Communication avenues including newsletters, on-line communication, displays	Extent to which the content of the communications includes references and descriptions of curriculum
Evidence: (2000 character limit)	
<div></div>	
<p>When you have completed the entire form, save the results by clicking the 'Save rating' button at either the top or bottom of the page.</p> <p>Save rating</p>	

Logout Contact DIT Education Help Desk © 2003

Reviewing the School Self-Assessment

At any point during the self-assessment, you may view a summary of the school entries by Strand. Click [Full Strand View](#) on the Strand overview page for the selected Strand. This will bring up the school entries for each Key Characteristic in that Strand: the rating, the points earned, and the list of evidence. After clicking [Full Strand View](#), you have the option to print a copy for your records. Select the [Print](#) button at the top to format the page; then go to the tool bar on your browser and select "Print".

Select the [Back/Cancel](#) button to return to the Strand overview page to select a different Strand to review. You may continue to make edits on the Key Characteristics by selecting [Enter Rating](#) until the self-assessment is submitted to the district superintendent.

Below is an example of the Full Strand View for Strand 1.

You must click [Save Rating](#) in order to save your entries. Clicking the [Back/Cancel](#) button before clicking [Save Rating](#) will cancel all entries.

The screenshot displays the 'Full Strand View' for 'Strand 1: Teaching for Learning' in a web application. At the top, there's a 'Demo School' header with 'Help', 'Back/Cancel', and 'Print' buttons. Below this is a 'Contextual' tab. The main content area is titled 'Strand 1: Teaching for Learning' and lists three key characteristics: 'Standard 1: Curriculum', 'Staff', and 'Students'. Each characteristic has a green circular icon, a title, a description, a 'Key Characteristics' section with a list of items (some checked), an 'Evidence' section with a list of items, and an 'Enter Rating' button. The 'Standard 1: Curriculum' section is expanded, showing a 'Getting Started - 1 Points' section with four checked items and an 'Evidence' section with one item. The 'Staff' section shows a 'Partially Implemented - 2 Points' section with one checked item and an 'Evidence' section with one item. The 'Students' section shows a 'Partially Implemented - 2 Points' section with one checked item and an 'Evidence' section with one item.

Help Demo School

Back/Cancel Print

Contextual

Strand 1: Teaching for Learning

Standard 1: Curriculum

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

Key Characteristics

Standards Alignment [Enter Rating](#)

Getting Started - 1 Points

- ☒ Less than half of the local curriculum includes the Michigan Curriculum Framework Content Standards and Benchmarks, as well as Grade Level Content Expectations (GLCE) or course content expectations as appropriate.
- ☒ The curriculum is not aligned to the standards but the school is in the process of aligning the core areas of English/Language Arts and Mathematics.
- ☒ More than half of the local curriculum includes the Michigan Curriculum Framework Content Standards and Benchmarks or course content expectations as appropriate.
- ☒ The curriculum for English/Language Arts and Mathematics is aligned to the standards.

Evidence

- * Curriculum documents

Staff [Enter Rating](#)

Partially Implemented - 2 Points

- ☒ Although opportunities to understand the curriculum exist, they are limited in nature and occur primarily on an individual basis at individual grade levels only.

Evidence

- * Meeting agendas and minutes

Students [Enter Rating](#)

Partially Implemented - 2 Points

- ☒ While all teachers provide students with an initial unit outline, some teachers also preview the goals and objectives of the units of study with students.

Evidence

- * Course descriptions

Viewing the Score for the School Self-Assessment

When you have completed all 40 Key Characteristics, and have finished listing the supporting evidence for each Characteristic, the Education YES! status will continue to show as "In Progress", with a yellow button. As you scroll down the page, you should see the green indicator button lit in front of each Strand. This indicates that each Characteristic in the Strand has been completed. The score earned on the self-assessment may be viewed after all five Strands have been completed. You may view the scoring explanation by clicking on the prompt.

Submitting the School Self-Assessment

When you have completed all 40 Key Characteristics and are ready to submit to the district superintendent for review, you have the option to enter text in the [Submission Comments](#) text box. This allows you to communicate with the district superintendent to assist him/her in reviewing or evaluating your submission. This is internal communication between the building and the district.

Click the [Submit](#) button located next to the [Submission Comments](#) box to "send" to the district superintendent for approval. (This final [Submit](#) button will appear AFTER you have completed your school self-assessment.) The EdYES! Status for your school will change to blue (representing a "submitted" status) and the text boxes will disappear. At this point, the submission process is over.

[Help](#)
Demo School

Contextual

[Click for EdYes Instructions](#)

Education
YES!

EdYes Status: In Progress

[Click for scoring explanation](#)

Criteria Rated	Possible Points	Total Points	Score	Indicator Score	Indicator Grade
40	160	55	34.4	73.8	C

You have answered all of the self-assessment questions. When you are done supplying evidence for the questions you may submit the report to your district administrator for review.

Submission Comments:
Submit

Strand 1: Teaching for Learning
Full Strand View
Enter Rating

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

Strand 2: Leadership
Full Strand View
Enter Rating

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

Strand 3: Personnel and Professional Learning
Full Strand View
Enter Rating

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

Strand 4: School and Community Relations
Full Strand View
Enter Rating

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

Strand 5: Data and Information Management
Full Strand View
Enter Rating

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

Logout
Contact DIT Education Help Desk
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Printing a Summary of School Self-Assessment


After you have submitted the Self-Assessment to the district superintendent for review, a [Full Survey View](#) button is displayed on the Strand overview page. This brings up a summary view of all 40 Key Characteristics. Select the [Print](#) button at the top of the page. This formats the page for printing; then go to the tool bar on your browser and select "Print".


[Help](#)

Demo School

Contextual


[Click for EdYes Instructions](#)





EdYes Status:  Submitted


[Click for scoring explanation](#)


Criteria Rated	Possible Points	Total Points	Score	Indicator Score	Indicator Grade
33	132	69	52.3	80.9	B

 **Strand I: Teaching for Learning**
The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

 **Strand II: Leadership**
School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

 **Strand III: Personnel and Professional Learning**
The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

 **Strand IV: School and Community Relations**
The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

 **Strand V: Data and Information Management**
Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

[Full Survey View](#)

Logout Contact DIT Education Help Desk © 2003

The District Review Process

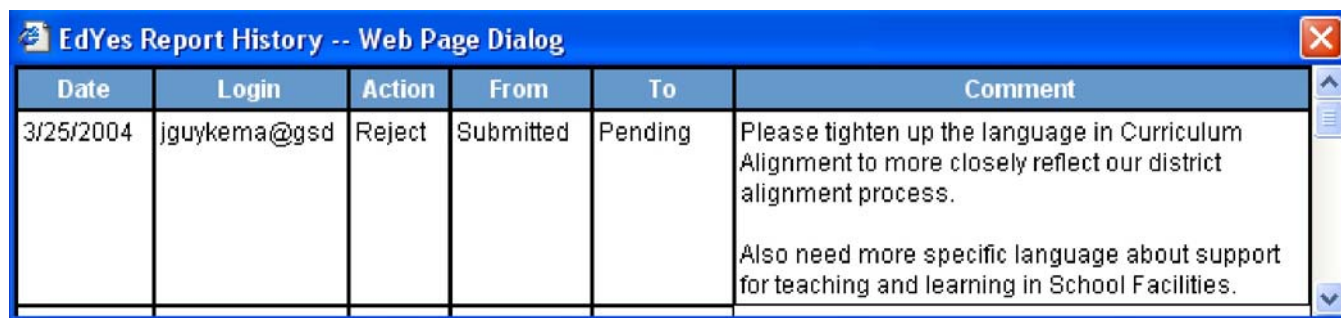
Comments Throughout the Process

The comment boxes facilitate a two-way communication between the school principal and the superintendent regarding the submission and possible changes requested by the district. The Comment boxes are used by the school when it has completed all of the performance indicators and is submitting to the district superintendent and when the superintendent has reviewed the school's indicators and is recommending that the school make changes to the submission.

For your information: If the district superintendent rejects the submission and requests changes be made, the submission status will change to "Pending". When you return to the EdYES! Self-Assessment page, there will be **TWO** comments boxes showing for the remainder of the process, one showing the last comment the district made and one to make a new submission comment after making changes and when ready to resubmit to the district superintendent.

Also, just above the School Submission Comments box is the [Show History](#) button. When you click on this button, a popup window displays the submission history discussion between the district and school, providing the following information (image following):

- Date information was entered by district or school staff
- Who entered the information
- What action was taken
- What the change in action status was (From and To)
- Comment associated with the update



Date	Login	Action	From	To	Comment
3/25/2004	jguykema@gsd	Reject	Submitted	Pending	Please tighten up the language in Curriculum Alignment to more closely reflect our district alignment process. Also need more specific language about support for teaching and learning in School Facilities.

This exchange continues between the school and district until the district approves the school's submission.

Once approved, the submission status will change to **APPROVED**.

Once the status shows **"Approved"** for your school, the School Self-Assessment process is completed and will then be processed by the state. There is nothing further that you need to do.

Thank you!